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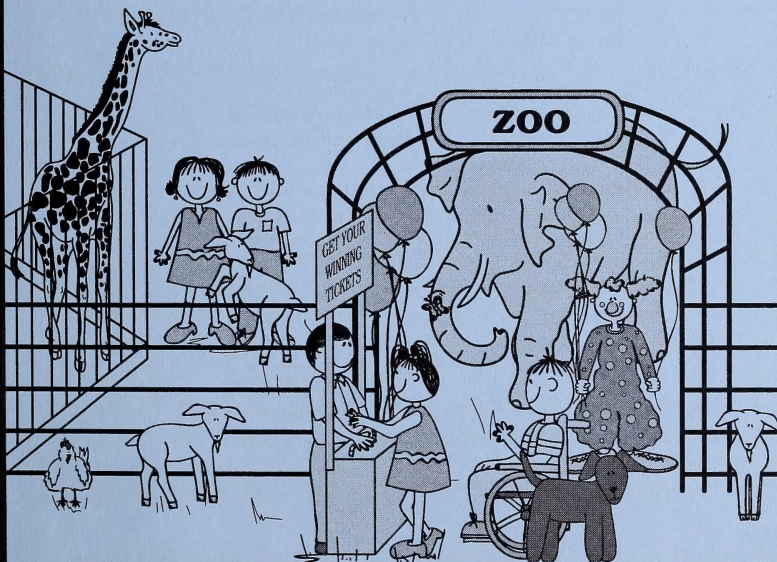


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GRADE THREE MATHEMATICS: MODULE 9

MONEY AND MORE

Home Instructor's Guide: Days 10-18
and
Assignment Booklet 9B



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Three Mathematics
 Module 9: Money and More
 Home Instructor's Guide: Days 10–18 and Assignment Booklet 9B
 Learning Technologies Branch
 ISBN 0-7741-2326-5

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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MODULE 9: MONEY AND MORE

DAILY SUMMARY

Day 10: Module 2 is reviewed. Number concepts are examined. The student recalls how to read and write the numerals to 1000, use place value, and compare and order sets. The ordinal numbers are reviewed. Fractions or numbers less than one are also revisited.

Day 11: The student thinks about the key concepts taught in Module 3: Patterns Everywhere. Concrete, pictorial, and numerical patterns are discussed. A timed multiplication math facts exercise is included in today's lesson.

Day 12: Strategies and methods for multiplication and division are reviewed in this lesson. The student practises a variety of skills from Module 4.

Day 13: Measurement skills covered in Module 5 are the focus of this lesson. The student revisits linear measurement, perimeter, and area. Capacity, mass, and time concepts are also reviewed.

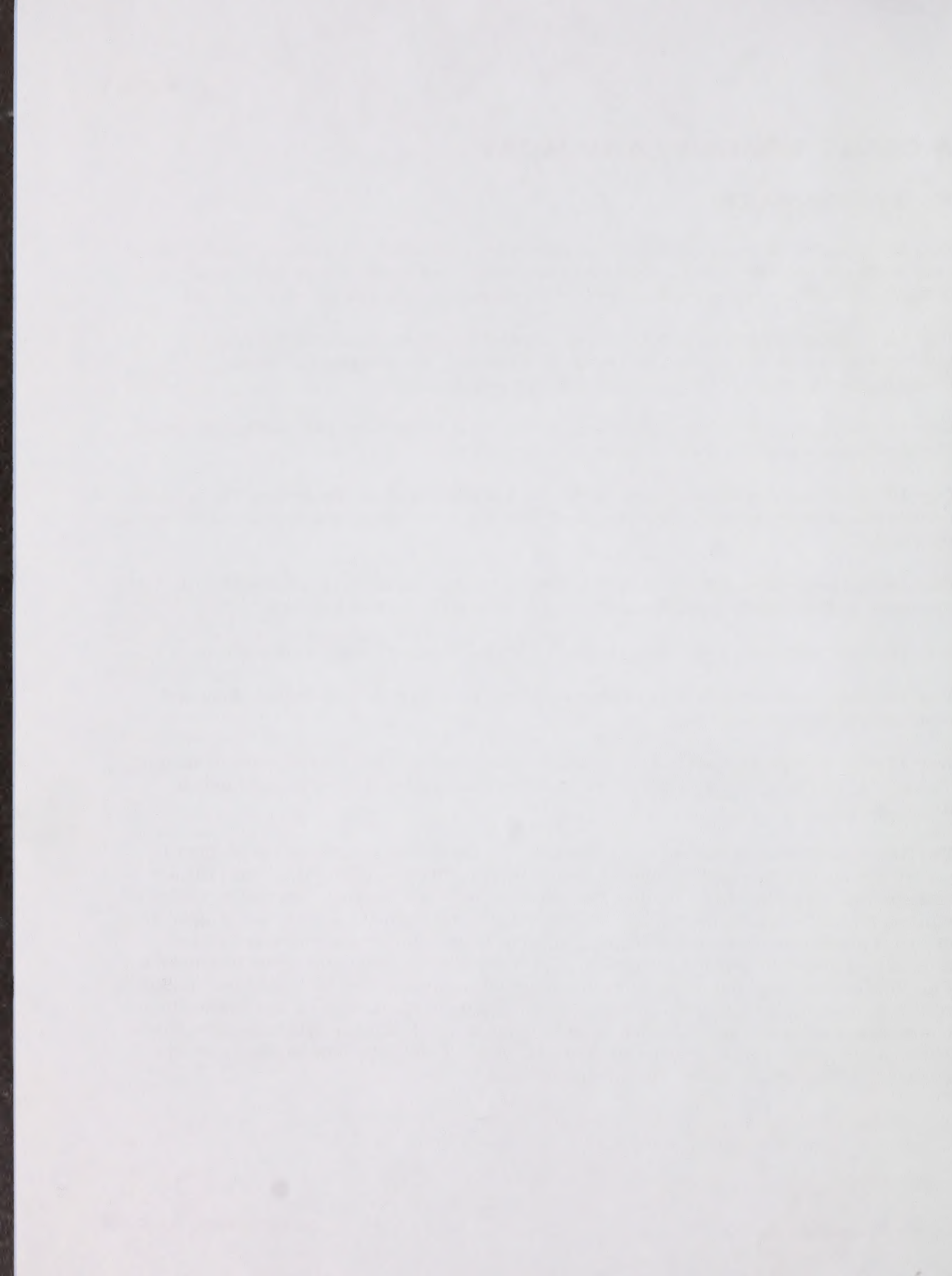
Day 14: Strategies for adding and subtracting three-digit numbers covered in Module 6 are discussed in this lesson. A timed subtraction facts exercise is also included.

Day 15: Data and chance concepts covered in Module 7 are reviewed in this lesson.

Day 16: The student recalls key geometry concepts from Module 8. Mapping skills and temperature are also practised.

Day 17: The student reviews money skills that were taught in the first part of this module. You will be checking the student's ability to make change and to show it accurately in drawings.

Day 18: A practice achievement test is provided for the student. Allowing the student to experience a practice test situation will make the student more comfortable with the actual test. Prepare your student by reading the practice questions together. You will be timing the student for each part. As the student checks the test, take time to discuss the student's errors. A great deal of valuable learning can occur as the student examines errors and rethinks strategies for solving the problems. A Student's Checklist and Home Instructor's Checklist are not required today, since the material covered in the last half of this module is review. Encourage your student to complete the Student's Comments on the Grade Three Mathematics program. You, too, may wish to make some closing remarks about the Grade Three Mathematics course or your student's progress. Take some time to also comment about your student's success with the practice test.



ASSIGNMENT BOOKLET 9B

Grade Three Mathematics
Module 9: Days 10-18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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Send all letters in a separate envelope.

2. Postage Rates

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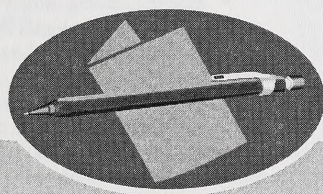
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Grade Three Mathematics

Module 9

Money and More **ASSIGNMENT BOOKLET 9B**



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Grade Three Mathematics
Module 9: Money and More
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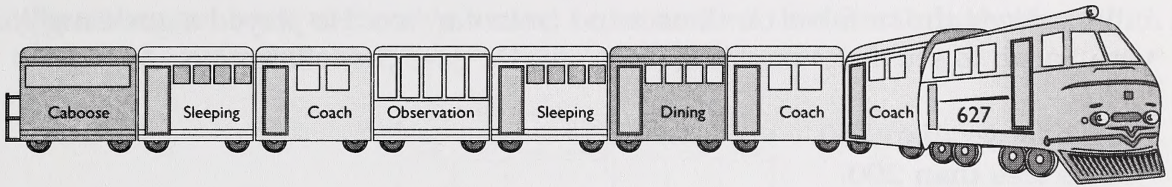
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1. What fraction of the train are coach cars?

- ☐ $\frac{4}{5}$
- ☐ $\frac{1}{9}$
- ☐ $\frac{3}{9}$
- ☐ $\frac{1}{2}$

2. The engine had the number 627 on it. That number could be written as

- ☐ sixty seven
- ☐ six hundred seven
- ☐ seven hundred twenty-six
- ☐ six hundred twenty-seven

3. Another way to write 627 is

- ☐ $600 + 20$
- ☐ 6 hundreds, 2 tens, 7 ones
- ☐ $600 + 20 + 70$
- ☐ 6 hundreds, 7 tens, 2 ones

4. Luke noticed the number on the second train car, too. He played a guessing game with Sarah to see if she could figure it out. He gave the following clues:

It is larger than 150.

It is less than 200.

It is an odd number.

Which number could it be?

- ☐ 176
- ☐ 125
- ☐ 230
- ☐ 189

5. Luke kept a tally of the wild animals that he saw on the trip. He showed Sarah his tally sheet.

deer	
elk	
rabbits	
bear	

Listed in order from least to greatest, the animals are as follows:

- ☐ elk, rabbits, deer, bear
- ☐ deer, bear, elk, rabbits
- ☐ bear, rabbits, deer, elk
- ☐ bear, deer, rabbits, elk

6. When they got back to Sarah's house, Luke noticed that Sarah had coloured in a date on the calendar.

JUNE						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1			

What date is coloured in?

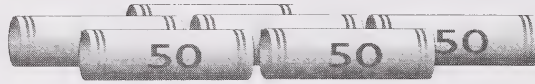
- ☐ June twenty fifth
☐ June 25th
☐ June fifteenth
☐ June fiftieth

7. Sarah had been counting and rolling her pennies just before Luke came. She showed him all her pennies. How many pennies does Sarah have?



- ☐ 683
☐ 863
☐ 368
☐ 836

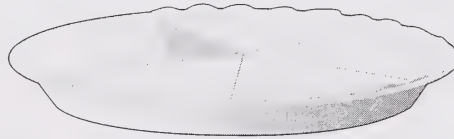
8. Luke told her he has rolled his pennies and taken them to the bank too. He rolled them in rolls of 50 each and got 6 rolls.



How many pennies did Luke have?

- ☐ 600
- ☐ 200
- ☐ 300
- ☐ 250

9. Sarah's mom baked a pie for supper.



Luke ate one piece of pie. What fraction of the pie did he eat?

- ☐ $\frac{1}{4}$
- ☐ $\frac{1}{10}$
- ☐ $\frac{2}{3}$
- ☐ $\frac{1}{5}$

Luke was happy to arrive at Sarah's farm. The next day Sarah and Luke helped plant flowers.

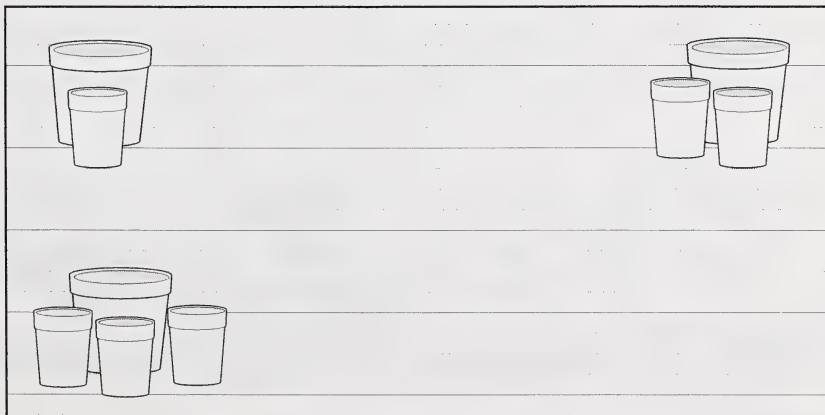
1. Sarah's mom was placing the flowers along the edge of the path in a pattern like this:



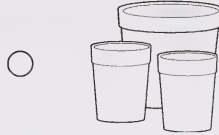
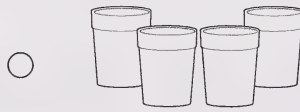
What two flowers will come next in her pattern?

- ☐
- ☐
- ☐
- ☐

2. Sarah placed the flower pots in a pattern on the deck.



What will the pots in the last corner look like?



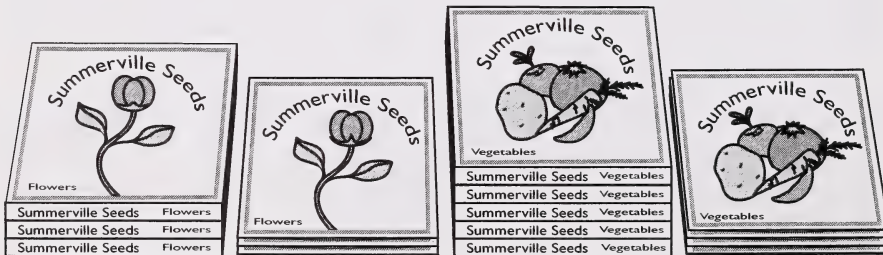
3. Luke noticed that four plants came in each greenhouse tray.



What number pattern shows how he could count to find the total?

- ☐ 2 4 6 8 10 12
- ☐ 6 12 18 24 32 36
- ☐ 4 8 12 16 20 24
- ☐ 5 10 15 20 25

4. Sarah's mom had several packages of seeds left from last year. Luke and Sarah sorted the seeds into four piles. What do you think their sorting rules were?



- ☐ vegetables (big), vegetables (small), flowers (big), flowers (small)
- ☐ flowers (small), flowers (big), vegetables (big), vegetables (small)
- ☐ flowers (big), flowers (small), vegetables (small), vegetables (big)
- ☐ flowers (big), flowers (small), vegetables (big), vegetables (small)

5. Luke and Sarah scattered some wildflower seeds near the grain bins. Luke noticed each grain bin was numbered.

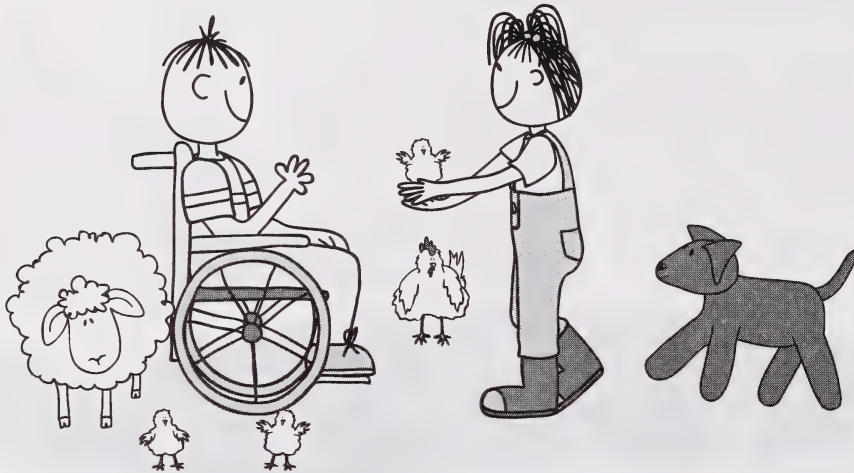


650 645 640 635 _____

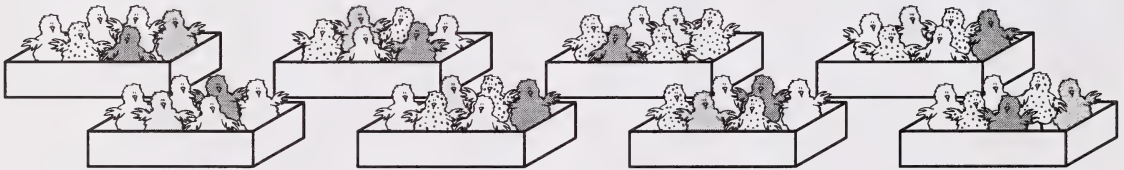
If the pattern continues on the next two grain bins, what will their numbers be?

- ☐ 640 645
- ☐ 630 625
- ☐ 535 435
- ☐ 636 637

Sarah's mom picked up some new chicks from the hatchery.



1. There are eight boxes of chicks with six chicks in each box.



Which equation could you use to find the total number of chicks?

- ☐ $8 + 6 = ?$
- ☐ $8 + 6 = ?$
- ☐ $8 + 8 + 8 + 8 = ?$
- ☐ $8 \times 6 = ?$

2. Sarah knew she could make an array to find the answer. Fill in the circle beside the array below that she could use to help her.

☐

☐

☐

☐

3. What is the total number of chicks in the eight boxes?

- ☐ 42
☐ 48
☐ 36

4. Sarah and Luke separated the black chicks from the rest and put them in boxes to take to the shed. There were 18 black chicks. Each box held 6 chicks. What equation could they use to help them find out how many boxes they will need for the black chicks?

- ☐ $18 - 6 = ?$
☐ $18 + 6 = ?$
☐ $18 \div 6 = ?$
☐ $6 + 18 = ?$

5. Luke knew that he could think about multiplication facts to find answers for division. Which fact could help him figure out how many boxes they would need?

- ☐ $6 \times 3 = 18$
- ☐ $3 \times 18 = 54$
- ☐ $6 \times 18 = 108$
- ☐ $6 \times 4 = 24$

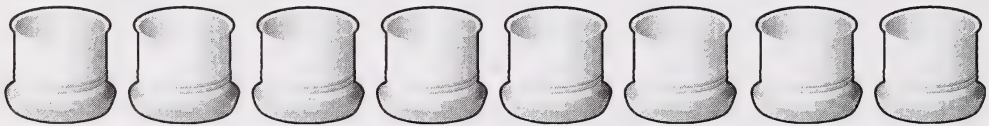
6. How many boxes will they need?

- ☐ 6
- ☐ 3
- ☐ 4
- ☐ 2

7. The white and speckled chicks were left. How many boxes will they need to move them to the chicken house?

- ☐ 3
- ☐ 5
- ☐ 4
- ☐ 6

8. After putting the chicks in the henhouse and shed, they got the feeders ready.



If they share the feeders equally between the two buildings, how many feeders will go in each?

- ☐ 6
- ☐ 4
- ☐ 2
- ☐ 8

9. Sarah's mom thanked them for their help and gave them a plate of cookies for a snack. She said "Share these with Oliver too." There were 12 cookies on the plate. If the children share them equally, how many cookies can each have?

- ☐ 6
- ☐ 2
- ☐ 5
- ☐ 4

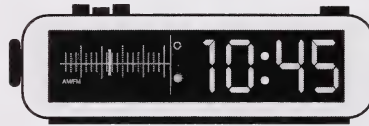
1. Summer camp begins on July 5. Sarah's dad will pick them up one week and two days later.

JULY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

They will return to the farm on

- ☐ July 12
- ☐ July 7
- ☐ July 14
- ☐ July 10

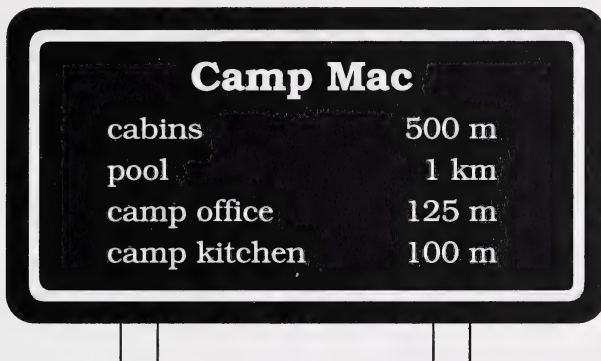
2. They left the farm at nine o'clock in the morning. When they arrived at camp, the clock looked like this.



How long did it take them to get to camp?

- ☐ 1 hour
- ☐ 45 minutes
- ☐ 1 hour and 10 minutes
- ☐ 1 hour and 45 minutes

3. At the entrance to the camp, they saw this sign.



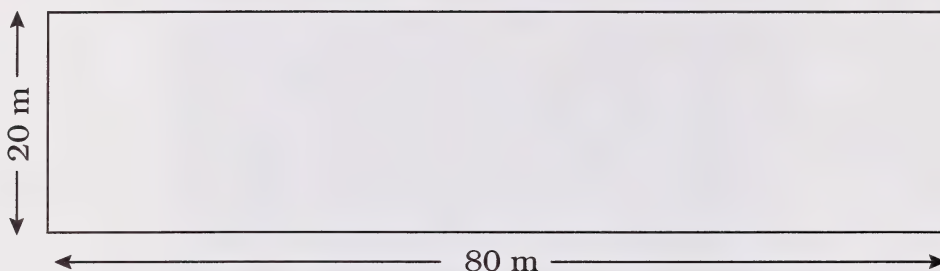
Which building is closest to them?

- ☐ cabins
- ☐ pool
- ☐ camp office
- ☐ camp kitchen

4. How many metres away from the sign is the pool?

- a. 100 m
- b. 500 m
- c. 10 m
- d. 1000 m

5. Luke and Sarah wanted to check out the pool before they got settled in their cabins.



What is the perimeter of the pool?

- ☐ 100 m
- ☐ 150 m
- ☐ 200 m
- ☐ 1 km

6. The hot tub at the pool was marked with a grid to show the area as follows:



What is the area of the hot tub?

- ☐ 9 m
- ☐ 12 m
- ☐ 12 square units
- ☐ 9 square units

7. Sarah helped Luke take his bag to the cabin.

When she stood on the scale with the bag, it showed 46 kg.

When she stood on the scale without the bag, it showed 40 kg.

Luke's bag weighs about

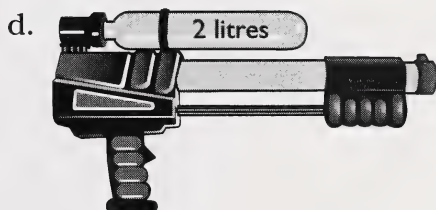
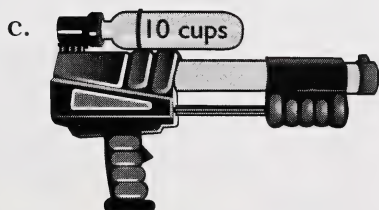
- ☐ 6 kg
- ☐ 10 kg
- ☐ 5 kg
- ☐ 40 kg

I think your bag weighs more than 10 kilograms.



8. Later that day at the pool all the kids had a water fight.

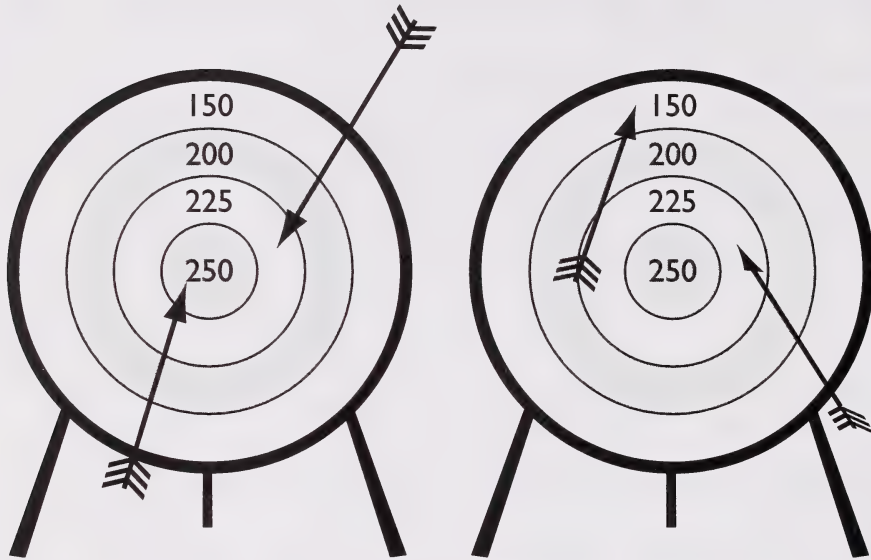
There were 4 water super soakers.



Luke wants the one that will hold the most water. Which one should he choose?

- ☐ a
- ☐ b
- ☐ c
- ☐ d

Luke and Sarah were having a great time at camp. One of the activities at camp was archery. The children competed to see who got the best score.



Sarah's arrows

Luke's arrows

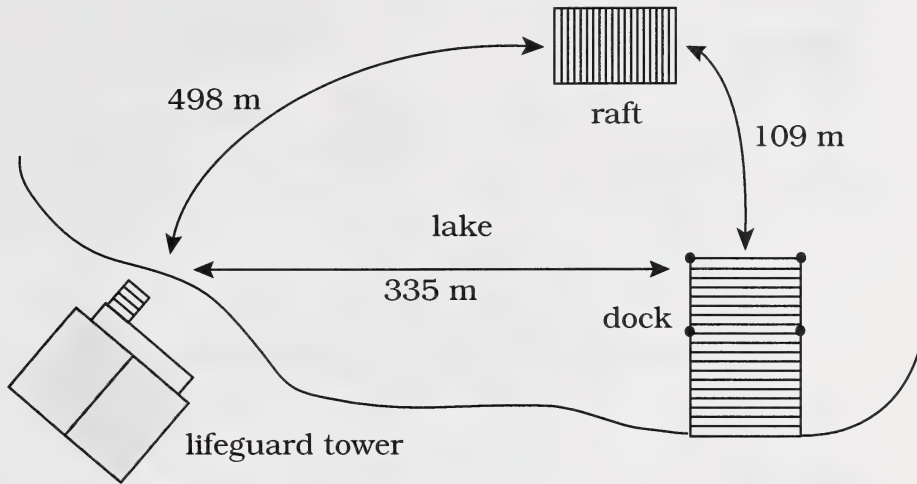
1. Luke's score was

- ☐ 425
- ☐ 375
- ☐ 400
- ☐ 350

2. How much more was Sarah's score than Luke's?

- ☐ 850
- ☐ 50
- ☐ 475
- ☐ 100

On another day at camp, they had a canoe race.

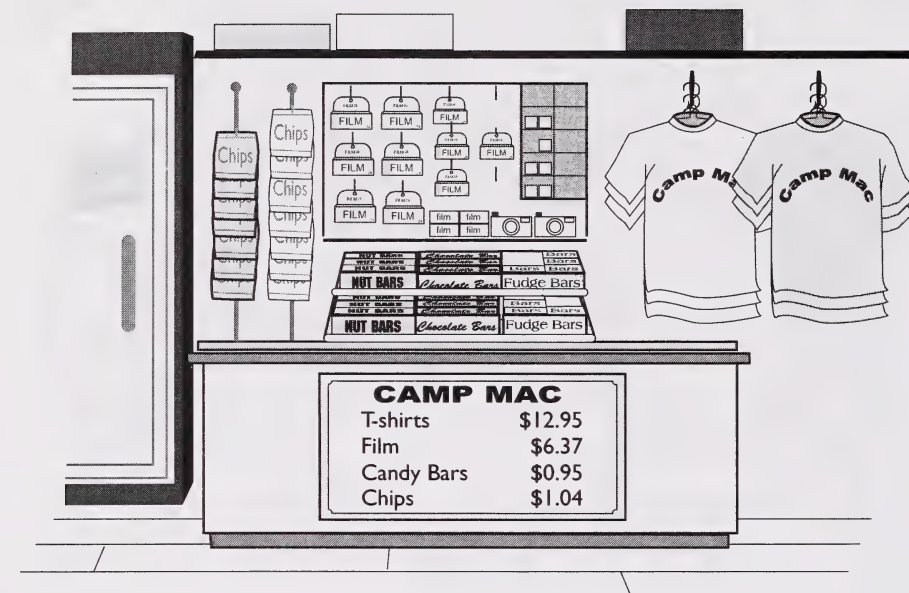


3. On the first race they went from the dock to the raft and back again to the dock. How many metres long was the first race?
 - ☐ 218 metres
 - ☐ 109 metres
 - ☐ 208 metres
 - ☐ 128 metres

4. The second race started at the lifeguard tower, went to the raft, and then to the dock. How far was the second race?
 - ☐ 398 metres
 - ☐ 517 metres
 - ☐ 607 metres
 - ☐ 109 metres

5. The last race was 942 metres. What was their route on that race?
 - ☐ Start at the tower, go to the dock, and come back to the tower.
 - ☐ Start at the dock, go to the raft, then go to the tower.
 - ☐ Start at the raft, go to the tower, and come back to the raft.
 - ☐ Start at the dock, go to the tower, continue on to the raft, then come back to the dock.

The children brought money for the tuck shop at camp.



6. Luke bought a T-shirt and a candy bar. How much did the two items cost?

- ☐ \$12.90
- ☐ \$13.80
- ☐ \$13.90
- ☐ \$12.80

7. He gave the person in the shop \$14.00 to pay for the T-shirt and candy bar. How much change will he get?

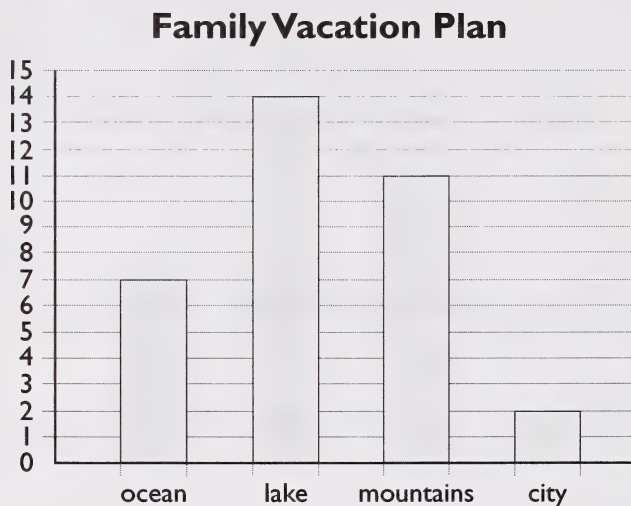
- ☐ \$1.10
- ☐ \$0.90
- ☐ \$1.00
- ☐ \$0.10

8. Sarah wants to buy a T-shirt and some film. She has \$18.00. Luke said he could lend her some money if she didn't have enough. What could she do?

- ☐ She could borrow \$1.00
- ☐ She could borrow \$2.00
- ☐ She has enough money. She won't need to borrow any.
- ☐ She can buy the film, purchase a T-shirt, and still get a candy bar with her \$18.00.

Luke and Sarah were thinking about their vacation to the ocean. They wondered where other kids at camp were going for vacations. They decided to ask some of their friends.

They made a graph to show their information.



1. What was the most popular place to vacation?

- ☐ ocean
- ☐ lake
- ☐ mountains
- ☐ city

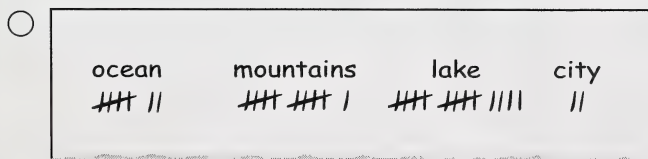
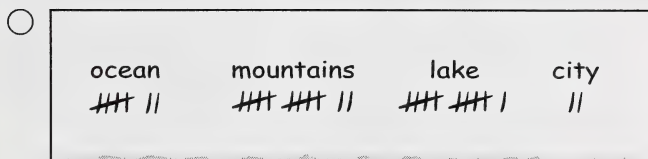
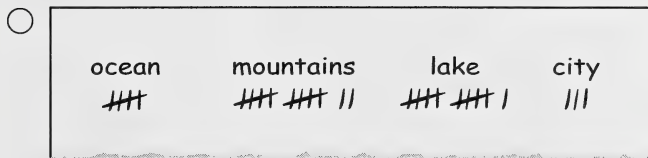
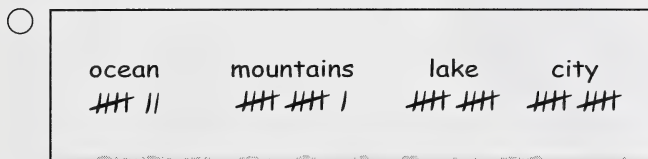
2. How many people were going to the ocean for their vacation?

- ☐ 5
- ☐ 7
- ☐ 14
- ☐ 9

3. How many people did Luke and Sarah survey?

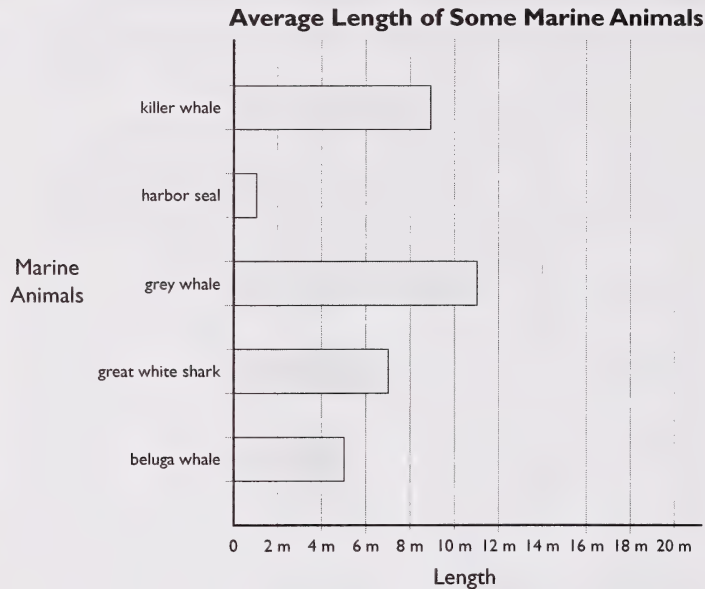
- ☐ 24
- ☐ 14
- ☐ 34
- ☐ 50

4. Which tally sheet below matches the “Family Vacation Plans” graph?



When Luke and Sarah returned from camp, they were excited about their upcoming trip. They wanted to know more about the animals they might see at the ocean.

Luke found a graph on the Internet that showed the size of some marine animals.



5. Which whale is shorter than a great white shark?

- ☐ killer whale
- ☐ grey whale
- ☐ blue whale
- ☐ beluga whale

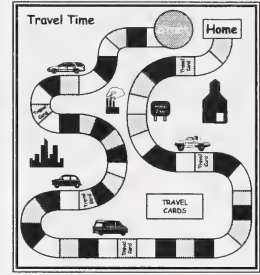
6. What would the average length of three killer whales be?

- ☐ 24 metres
- ☐ 8 metres
- ☐ 27 metres
- ☐ 10 metres

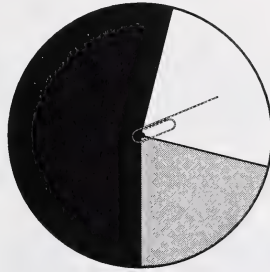
7. How much shorter is a beluga whale than a grey whale?

- ☐ 11 metres
- ☐ 4 metres
- ☐ 16 metres
- ☐ 6 metres

Luke and Sarah decided to pack some travel games for the trip. One game had coloured squares on the game board, but the spinner was lost. They made some new spinners for the game.



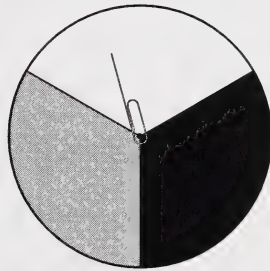
8. Luke made a spinner with a paper clip and a circle like this one.



What prediction could you make about the spinner?

- ☐ There is an equal chance of landing on each colour.
- ☐ It is more likely that the paper clip will land on a white space than a black one.
- ☐ It is certain that the paper clip will land on a black space.
- ☐ It is more likely that the paper clip will land on a black space than a grey space.

9. Sarah's spinner looked like this:

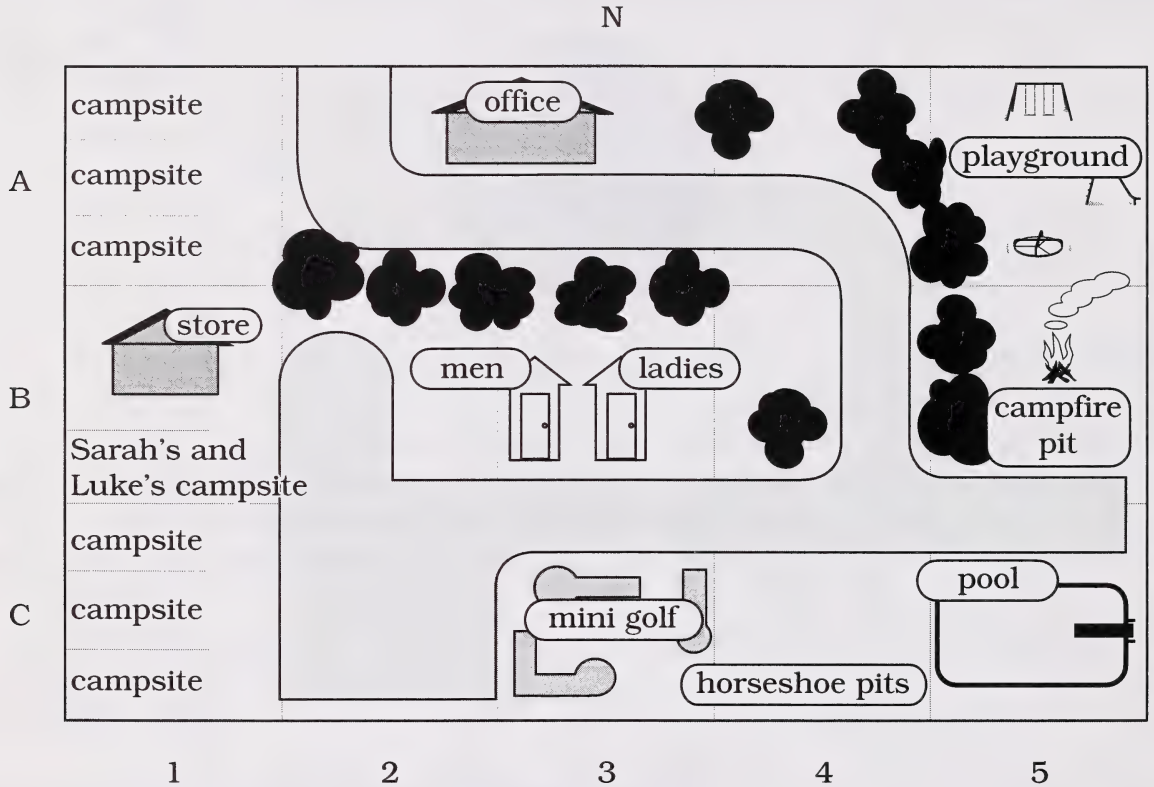


What prediction could you make about her spinner?

- ☐ It is more likely that the paper clip will land on a grey space than a white one.
- ☐ It is certain that the paper clip will land on a grey space.
- ☐ It is equally likely that the paper clip will land on a white space or a black.
- ☐ It is impossible for the paper clip to land on a grey space.

At last Luke and Sarah are leaving for their holiday to the ocean.

That night they stayed in a campground. When they checked in, they got a map of the campground.



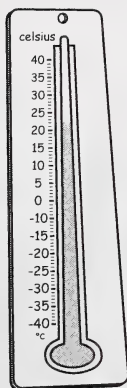
1. They parked near the store. Which direction will they have to go to get to the pool?

- ☐ north
- ☐ east
- ☐ south
- ☐ west

2. What space on the map shows where the washrooms are?

- ☐ A3
- ☐ B2
- ☐ C4
- ☐ B3

3. They wanted to go for a swim. Sarah's mom asked them to check the thermometer for the temperature. It looked like this.



The temperature is

- ☐ -20°C
- ☐ 25°C
- ☐ 2°C
- ☐ 22°C

4. When Sarah's mom heard what the temperature was, she said

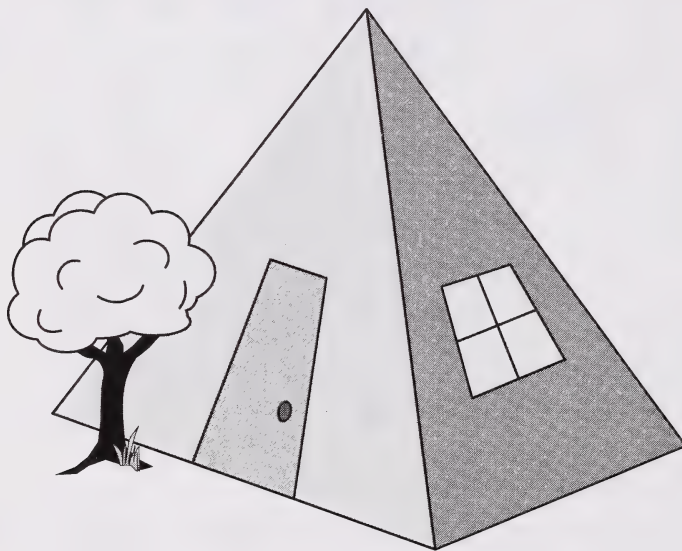
- ☐ "It is much too hot to swim."
- ☐ "It is freezing. You can't go."
- ☐ "It may be a little cool, but go ahead."
- ☐ "Put on your snow suits. It's much too cold."

5. Mom told them to take this path to the pool. Go east toward the washrooms until you see the mini golf. Continue going east from the mini golf and you will be at the pool. What else will they see when they take that path?

- ☐ playground
- ☐ office
- ☐ campfire circle
- ☐ horseshoe pits

6. On the way to the pool they saw some buildings.

One building looked like this:



The building looks like a

- ☐ rectangular prism
- ☐ cone
- ☐ triangular pyramid
- ☐ rectangular pyramid

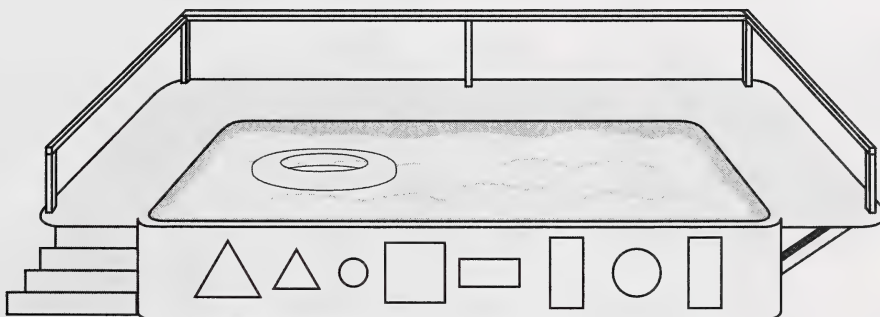
7. How many vertices does the building have?

- ☐ 5
- ☐ 4
- ☐ 6
- ☐ none

8. The faces on the building are shaped like

- ☐ circles and rectangles
- ☐ triangles and circles
- ☐ rectangles and triangles
- ☐ squares and rectangles

9. The pool sides were decorated with different shapes.



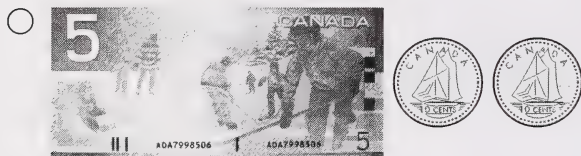
Which shapes are congruent?

- ☐ circles
- ☐ squares
- ☐ triangles
- ☐ rectangles

Luke and Sarah have arrived at their camping spot by the ocean. What a great holiday it has been so far.

1. The camping spot will cost \$5.25 per day.

Which row of money shows \$5.25?



2. How much will it cost if they stay at the campground for three days?

- ☐ \$10.50
- ☐ \$20.25
- ☐ \$15.75
- ☐ \$10.75

The family went to a nearby aquarium to learn more about the local sea life.



3. How much did it cost for Oliver, Luke, Sarah, Mom, and Dad for admission?

- ☐ \$8.45
- ☐ \$3.75
- ☐ \$8.00
- ☐ \$3.60

4. Mom paid with a \$10.00 bill. How much change did she get back?

☐

☐

☐

☐

5. Before they left the aquarium, Sarah bought a dolphin hair clip for \$7.89.

She pays with the exact change. Which picture shows the coins or bills and coins she could pay with?



6. Which collection below shows another way to make \$7.89?

- ☐ 
- ☐ 
- ☐ 
- ☐ 

STUDENT'S COMMENTS

What I liked best about the Grade Three Mathematics program was

Some things I've learned about writing a test with multiple-choice questions are

I would like to ask my teacher

HOME INSTRUCTOR'S COMMENTS

Comment about the Grade Three Mathematics program.

Comment about your student's success in doing the practice test.

Questions

COURSE SURVEY FOR GRADE THREE MATHEMATICS

(© 2003)

After you have completed the assignments in this course, please fill in this questionnaire **with the help of your home instructor**. Your home instructor can help you **read** the directions and **write** some of the answers for you.

Your honest thoughts about the course are appreciated. They will help improve the course for future students. Please mail the completed questionnaire to the address given on the last page.

Part A: About Yourself

Your name: _____

Your age: _____

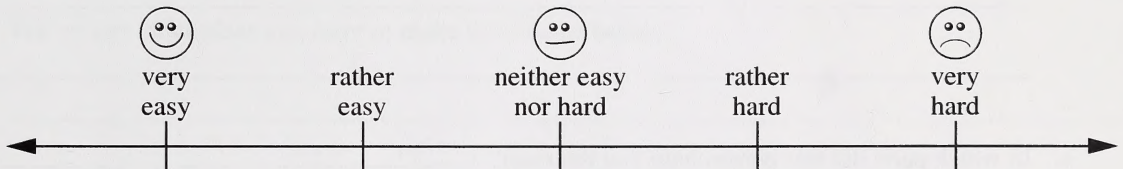
Your distance education school: _____

Your distance education student number: _____

Part B: About the Course

On each line, print an "X" under the words that describe what you think.

1. How difficult did you find this course?

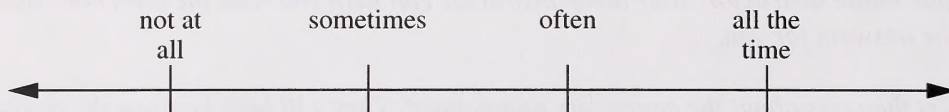


2. How well could you follow the instructions and explanations in the modules?

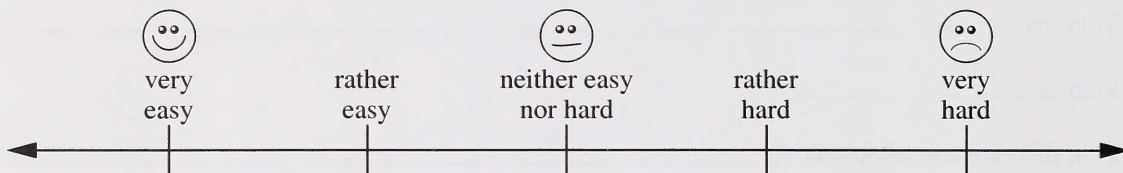


3. The Internet may have been mentioned in your course as an optional research tool or for optional activities.

How often did you use the Internet to complete this course?



4. How easy or hard was the Internet to use as directed by the instructions in this course?



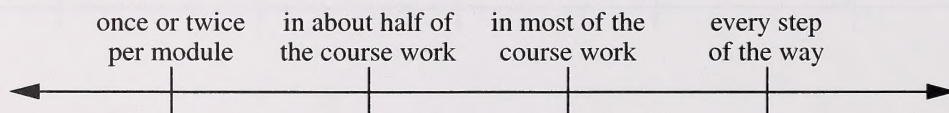
5. If someone helped you with parts of the course, answer the following questions:

a. Who helped? (parent, friend, etc.) _____

b. What did this person do to help? _____

c. In which parts did this person help you the most? _____

d. How much did this person help you?



6. The best thing about this course is _____

7. The part of this course that needs improving most is _____

8. Tell us any other ideas you have to make this course better.

9. If you have completed or almost completed another distance education (DE) course within the past year, complete the following chart. If you have done a few distance education courses recently, please choose a course that is similar to this course.

Print the names of the courses in the following chart. Then put a check mark (✓) in each column to show what you think.

Comparison Between DE Courses	Took More Time	Was More Difficult	Was Better Written	Was More Enjoyable
Name of this course:				
Name of other DE course:				

Thanks for taking the time to complete this questionnaire. Your feedback is important to us. Please return this questionnaire to the address on the right.

Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

If you are enrolled at the Alberta Distance Learning Centre and have been mailing your Assignment Booklets to ADLC, you may return this questionnaire with the final Assignment Booklet in the course.